

FILE A – For Optional Classroom Use as a Practice Test

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Session 1A—Reading Practice Test

ENGLISH LANGUAGE ARTS: READING — SESSION 1A

This practice session has two reading selections and ten multiple-choice questions. Read each selection and answer the questions about it in the spaces provided in your practice test answer booklet.

Not all plants and animals in the United States are native to this country. Read this article about alien species and then answer the questions that follow.



Alien Invaders Kathiann M. Kowalski



Americans first saw kudzu at the 1876 Centennial Exposition. The Exposition was a huge fair. Countries from around the world set up exhibits. Visitors loved the kudzu vine's lavender-blue flowers and its sweet grape-like scent at the Japanese pavilion.

Soon kudzu seemed to be everywhere. People bought the vines for their homes. Farmers fed it to livestock. The Soil Conservation Service told people to use it to prevent erosion—the washing away of soil by water.

Kudzu had fewer natural enemies in America than it did in Japan, and it adapted amazingly well to its new home. Now kudzu covers more than 2 million acres in the South. Each plant grows up to 100 feet (30 m) per year.

This is good for kudzu, but bad for other species. Invading kudzu uses resources that native species need to survive. And vines can quickly cover buildings, bridges, and even power lines. No wonder some people call kudzu “the vine that ate the South!”

Kudzu isn't the only alien invader. The Australian melaleuca tree made itself right at home in Florida's Everglades. The 70-foot (21 m) tall trees crowd out tall sawgrass in the marshes. Then wildlife that depends on the sawgrass suffers too.

Tamarisk is a woody plant from areas around the Mediterranean Sea. Starting in the nineteenth century, people planted tamarisk in the southwestern United States to control erosion. Now spreading tamarisk has invaded many areas of White Sands National Monument in New Mexico. As tamarisk forms dense thickets, it soaks up water that native plants need.

Animals can be invaders too. In the 1980s, zebra mussels accidentally got a free ride to North America inside ship ballast. Ballast is water that a ship carries so it floats at the right level. The zebra mussels made their way to the Great Lakes. With few natural enemies, they grew on every hard surface they could find, including pipes, boats, and docks. By 1995, people had spent over \$120 million responding to the damage.

In July 1998, Asian longhorned beetles invaded Chicago, Illinois. By August 1999, the white and black bugs besieged areas in New York City and Long Island.

Larvae (young beetles) eat through tree trunks and branches. The holes keep water from flowing through the tree. The tree dies, and then the beetles infest another tree. No one knows where the invasion might spread next.

Not all foreign species are bad. Soybeans, wheat, and cattle were not native to the United States. They now play a major role in American agriculture. **10**

Many popular garden plants were also brought to North America from other countries. Colorful spring tulips, for example, first came from Europe and Asia. Daffodils first grew near the Mediterranean Sea. **11**

But people can't always predict the future. What seems pretty today could well become the kudzu weed of tomorrow.

After habitat destruction, The Nature Conservancy says the next biggest threat to species survival comes from non-native species. The federal government is developing a plan to address problems from non-native species. Even if they're not from outer space, alien invaders are a real problem.

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Choose the best answer for each multiple-choice question. Fill in the bubble next to your answer choices for questions 1 through 5 in the spaces provided on page 2 of your practice test answer booklet.

1. In this article, the word **alien** refers to plant and animal species that are
 - A. aggressive.
 - B. endangered.
 - C. foreign.
 - D. poisonous.
2. Why is kudzu called “the vine that ate the South”?
 - A. The vine helps prevent erosion.
 - B. Animal species feed on kudzu.
 - C. Kudzu has become a popular crop.
 - D. The vine grows over whatever it is near.
3. Why does kudzu now cover more than 2 million acres in the South?
 - A. It is planted by the Soil Conservation Service.
 - B. It is grown in Japan and brought to America.
 - C. Its seeds become airborne and travel long distances.
 - D. It is able to grow without many natural enemies.
4. The purpose of paragraphs 10 and 11 is **mostly** to
 - A. explain the role of some major crops in American agriculture.
 - B. provide a positive view of alien plant and animal species.
 - C. give the history of popular garden plants in North America.
 - D. summarize the problems caused by alien plant and animal species.
5. According to the article, what does The Nature Conservancy consider to be the **largest** threat to species survival?
 - A. erosion caused by spreading tamarisk
 - B. destruction of natural habitats
 - C. increasing popularity of garden plants
 - D. plans developed by the federal government

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Sand painting is a traditional Navajo art form. Read this article about how to make a Navajo sand painting and then answer the questions that follow.

Creating a Sand Painting

Every culture expresses itself through its own unique art forms. Its artists use materials from the world around them and ideas inspired by their culture's history and beliefs.

The Navajo (or *Dineh*) people of the American Southwest desert lands use colored sand to create beautiful paintings. Sand paintings are traditionally used in Navajo healing ceremonies for the sick.

- 2 A sand painting is usually created in a hogan, or dwelling, using symbols of spiritual significance. At the end of the ceremony, the painting is destroyed and the sand is returned to the earth.

Some sand paintings are sold as art forms.

- 3 These sand paintings are usually made with a slight imperfection that protects the sacred symbols. They are normally abstract designs that have personal significance to the artist.

In this activity, you will create your own sand painting. Your painting may be as simple or as complex as you like. With help, younger students can enjoy this activity as well, while learning about one of the oldest art forms in North America.

Materials

- several empty plastic or glass containers with lids (one for each color you want to make, plus one for glue)
- powdered tempera paint or cold-water dyes
- sand
- paper towels
- newspaper
- pencils
- poster board
- white glue
- paintbrush
- water
- plastic spoons
- hair spray



Dyeing the Sand

1. Pour sand into a jar, filling it halfway.
2. Add enough water to cover the sand completely.
3. Add dye or tempera paint to the mixture. The more coloring you add, the deeper (darker) the color will be.
4. Put the lid on and shake.
5. Repeat this process for each color you wish to use.
6. Drain the water out and spread the sand on paper towels to dry. Keep each color separate.

Creating Your Painting

1. First, on the poster board, draw your design in pencil. It may be best to keep your design simple on your first attempt. In each section of your finished design, lightly write the color of the sand that you intend to apply.
2. Pour some glue into an empty container. Add a few drops of water to the glue to make it thin and spreadable. Be careful, though! If you add too much water, your sand will not stick. Use the plastic spoon to mix the glue with the water.
3. Lay the poster board on a spread-out sheet of newspaper.
4. Use the paintbrush to apply the glue mixture to your poster board. Work with only one color at a time by applying the glue to all of the sections that will be of that color.
5. Sprinkle sand over the freshly spread glue mixture. Sprinkle enough sand to cover the glue completely.
6. Wait a few minutes, then carefully pour the excess sand off the poster board and onto the newspaper. This sand can be discarded or used later.
7. Continue steps 4 through 6 with the remaining sections and colors.

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8. To give each section a heavy outline, trace the edges of the colored areas with glue, then sprinkle with the desired color of sand. This will help each color in the design stand out and will give your painting a sharper appearance.
9. When your painting is complete and all the glue has dried, spray it with the hair spray to “fix” it in place.

Variations

Other materials can be used to create paintings with varied textures. Try using crushed chalk or rock, for example. What else could you use? What would happen if you used a combination of materials?

You can use this technique on other objects to create beautiful decorations or gifts. For example, you can decorate old vases, jewelry boxes, or candle holders. The only limit is your imagination!

Choose the best answer for each multiple-choice question. Fill in the bubble next to your answer choices for questions 6 through 10 in the spaces provided on page 2 of your practice test answer booklet.

- | | |
|--|---|
| <ol style="list-style-type: none"> 6. Why does the article begin with a description of Navajo sand painting? <ol style="list-style-type: none"> A. to give the history of Navajo art forms B. to describe the most sacred Navajo designs C. to tell the reader how to make Navajo sand paintings D. to provide background information about Navajo sand painting
 7. In paragraph 2, the word significance means <ol style="list-style-type: none"> A. creativity. B. energy. C. importance. D. inspiration.
 8. From the information in paragraphs 2 and 3, the reader can conclude that the Navajo people <ol style="list-style-type: none"> A. traditionally preserve ceremonial sand paintings. B. create designs for people who buy sand paintings. C. honor the sacredness of the symbols used in sand paintings. D. produce a minimal number of sand paintings for healing purposes. | <ol style="list-style-type: none"> 9. What is the purpose of outlining the edges of each section of the design with glue and colored sand? <ol style="list-style-type: none"> A. to use up any sand that is remaining B. to give the sand painting a sharper appearance C. to closely resemble Navajo sand paintings D. to help the sand in each section stick to the poster board
 10. A person can create the “varied textures” mentioned in the last section of the article by <ol style="list-style-type: none"> A. combining different colors of sand. B. using crushed chalk or rock. C. using extra hair spray to “fix” the sand in place. D. decorating vases or candle holders. |
|--|---|

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Session 1B—Reading Practice Test

ENGLISH LANGUAGE ARTS: READING — SESSION 1B

This practice session has one reading selection, ten multiple-choice questions, and two constructed-response questions. Read the selection and answer the questions about it in the spaces provided in your practice test answer booklet.

Albert Einstein is one of the most well-known scientists of all time. Read this story about Albert Einstein's trip aboard the sailboat Fleet Felix and then answer the questions that follow.

The Day I Rescued Albert Einstein's Compass

Shulamith Levey Oppenheim

IF YOU ARE lucky, something special will happen to you in your life that you will never forget. Something so special, you know it could have happened only to you. For me, it was the day I rescued Albert Einstein's compass.

It was Sunday morning. As I came downstairs I heard someone playing the violin. The living room doors were slightly ajar. My mother and father were waiting for me.

My father said to me, "Do you remember, Theo, about five years ago, when you were seven years old and you met our dear friend Herr Professor Einstein? I told you then that he was the most famous man alive."

"Yes, I do, Papa," I said. "And I asked you why he was the most famous man alive, and you said because he is a great physicist who has made important discoveries." I looked at my father. "Is he here, Papa?"

My father nodded. "Yes, he is here. He is playing the violin."

Suddenly the doors to the living room flew open, and a deep voice said with a chuckle, "The last time I was here, your father assured you that I did not bite. And as your father and I have been close friends for many years, he knows that I still do not bite." And he chuckled even louder.

I looked up. There was the thick, black mustache and the large head with gray-black hair bushing out all around. There were the eyes, dark and merry. He hadn't changed, although he seemed much less formidable than he had five years ago. Perhaps because I was older now.

Herr Einstein laid his violin at the side of the piano. "Now, young man, let us get immediately to business. Your parents tell me that you have a sailboat.

I, too, have loved sailing all my life. Will you take me out in your boat? It is a most beautiful day."

I looked at my parents. Take the most famous man alive sailing in my sailboat! My neck and cheeks felt hot. My mother looked very pleased. "Our guest is an experienced sailor, and so are you. **9** We think it would be lovely for the two of you to go out on the lake. It will be something you'll always remember."

And the most famous man alive put his hand on my shoulder. "Then let us be off."

...

We put on the orange life jackets I kept in a giant tin drum by the end of the pier. Then I stepped into the boat. My crew of one untied the rope, coiled it up, and came aboard. He took over the tiller, and I held the sheet.

We were off! There was an easy breeze. We followed the shoreline. The clouds were pink cotton puffs, and the sky was as blue as my mother's eyes.

I decided that this was a perfect time to ask my question. I'd been thinking about it ever since I walked into the living room. I took a deep breath.

"Yes?" asked Herr Professor Einstein.

Of course, he would know I was going to ask a question. He was the most famous man alive!

I asked my question slowly. "Why did you want to be a physicist?"

He didn't answer my question. Instead, he put his hand into his pocket. "It has fallen through a hole in the lining!" And he threw back his great head and laughed and laughed. What? The greatest man alive had a hole in his pocket! I was glad it made him laugh, but I didn't quite understand.

"Excuse me, Herr Professor, but what has fallen through a hole in your pocket?" I asked politely.

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"The answer to your question. That is what has fallen through the hole! *Himmel!* Heavens! I think it is somewhere under the pocket now . . . one minute, one minute, I must tear the lining . . . a little more . . . a little more . . . There! Now I shall fish it out, only it won't be a fish but . . ." By this time, I was laughing, too. He drew out his hand. Between his fingers was a compass!

"Now I'll tell you a story," said my friend softly.

I looked up at the sky. Two red-tailed hawks were riding the warm air currents—the thermals. *Fleet Felix* was catching the breeze perfectly. My friend's voice was very low.

"When I was five years old, I was quite ill. I had to stay in bed for many days. My father gave me this compass." He peered at me. "You know what a compass is for, of course?" I nodded. "Good." He continued, "It was the first compass I had ever seen. There was the needle, under glass, all alone, pointing north no matter which way I turned the compass. To a five-year-old boy, it seemed like magic. Only it wasn't magic at all. Of course you know why."

. . .

At that moment a large motorboat zoomed past us, stirring up the water into high waves. One of them hit *Fleet Felix* smack against the side, knocking the compass from the professor's hand, right into the water!

He stared at his empty palm. "The compass, Theo. It is gone! Overboard?" Suddenly there was so much sadness in his eyes. "I should hate to lose it. And I cannot swim very well . . . and my eyesight is not good . . ." His voice trailed off, and he was looking far into space.

But *I* could swim! In a split second I dropped anchor into the water to keep the boat in place. I pulled off my life jacket. The waves had quieted down now. The compass would float. If I were lucky.

I jumped into the water.

My parents were sure I'd been a fish before I was a boy. Now was my chance to prove it! First, I

swam round and round the boat. Then I dove under, searching beneath the hull once, twice, three times, staying under as long as my breath held.

Then I started swimming farther away from the boat. Under and under and round and round. No compass. I had to find it! Herr Professor Einstein might be the most famous man alive right now, but he was once five years old, and his father had given him a compass that he had treasured all these years. I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

I made another dive under the boat. As I came up for air, I felt something ever so gently hit my cheek. It was the compass, bobbing alongside *Fleet Felix*, just waiting to be rescued! Clutching it in my left hand, I grabbed hold of the boat with my right. Professor Einstein's eyes were closed.

"Pardon me," I called to him. "Pardon me, here is your compass!" And I clambered aboard.

He opened his eyes. "So," he said with a smile, "this is why I became a physicist," continuing just as if nothing had happened. "As you know, a physicist studies the forces in nature that we cannot know directly, only we know they are there from what we observe, like the compass needle or . . .," he paused.

"Or gravity?" I offered, a bit tentatively.

"Bravo, young man. Or gravity. All these forces keep our planet running quite smoothly most of the time. And thank you, dear Theo. For me, you are the most famous boy alive!"

His eyes were merry again. I was still trying to catch my breath, but I had to ask another question. "Would you say it is because of the compass that you are now the most famous man alive?"

He sat very still. "The compass was my first mystery, and all my life I have worked to solve mysteries." He put the compass in his pocket—the one with the hole in it. "And I am *not* the most famous man alive, no matter what your dear father says. But you are surely the bravest and kindest boy I know."

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Choose the best answer for each multiple-choice question. Fill in the bubble next to your answer choices for questions 11 through 20 in the spaces provided on page 2 of your answer booklet.

11. The first paragraph suggests that the narrator will tell about a day that was

- A. unusual.
- B. educational.
- C. frightening.
- D. ordinary.

12. How does Einstein first behave when he meets Theo again after five years?

- A. He is shocked by Theo's growth and maturity.
- B. He acts serious because he wants to teach physics to Theo.
- C. He seems amused because Theo was once afraid of him.
- D. He is excited by the idea of sailing with Theo.

13. In paragraph 9, Theo's neck and cheeks feel hot because he is

- A. angry with his parents.
- B. unwilling to share his sailboat.
- C. embarrassed to be seen with Einstein.
- D. worried that he may disappoint Einstein.

Use the dictionary entry below to answer question 14.

fish *vt* **1** to catch or try to catch fish in <to *fish* a stream> **2** to catch or try to catch <to *fish* for trout> **3** to search for and bring to the surface <to *fish* a ring out of a drain> **4** to fish out or exhaust the supply of <to *fish* out a lake>

14. In paragraph 19, which definition of **fish** is used in Einstein's statement, "Now I shall fish it out"?

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

15. When Einstein was a boy, his compass seemed like magic because

- A. his father had given it to him.
- B. the needle always pointed north.
- C. his illness disappeared when he held the compass.
- D. it helped him to answer questions about the universe.

16. Why is Theo confident about his ability to swim to find the compass?

- A. His parents had always considered him a good swimmer.
- B. He thinks the compass will float.
- C. He remembers that the water is shallow.
- D. His parents had given him swimming lessons.

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17. What motivates Theo to search carefully for Einstein's compass?
- A. He remembers how much he values his binoculars.
 - B. He has a desire to prove his bravery.
 - C. He feels a need to please his parents.
 - D. He knows he is in the company of a famous man.
18. According to the story, Einstein became a physicist because he enjoys
- A. riding on sailboats.
 - B. playing the violin.
 - C. studying forces in nature.
 - D. making great discoveries.
19. Which sentence from the story contains a metaphor?
- A. "There were the eyes, dark and merry."
 - B. "Take the most famous man alive sailing in my sailboat!"
 - C. "The clouds were pink cotton puffs, and the sky was as blue as my mother's eyes."
 - D. "Two red-tailed hawks were riding the warm air currents—the thermals."
20. Which word **best** describes Einstein at the end of the story?
- A. cowardly
 - B. humble
 - C. tired
 - D. important

Write your answers to constructed-response questions 21 and 22 in the spaces provided on page 3 of your practice test answer booklet.

21. Explain how Theo feels about being in the company of the "most famous man alive." Use details from throughout the story to support your answer.
22. Based on the story, what kind of a person was Albert Einstein? Explain your answer, using details from the story as support.

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**Session 2A—Mathematics
(Calculator Not Allowed) Practice Test**

MATHEMATICS (CALCULATOR NOT ALLOWED) — SESSION 2A

This practice session has two multiple-choice questions, one short-answer question, and one constructed-response question.

Choose the best answer for each multiple-choice question. Fill in the bubble next to your answer choices for questions 1 and 2 in the spaces provided on page 4 of your practice test answer booklet.

- | | |
|---|--|
| <p>1. The monthly bill for Josie's cell phone is \$45.00 plus \$0.15 for each minute used over 200 minutes. One month, she used her phone for 500 minutes. What was her bill that month?</p> <p>A. \$45.00
B. \$45.45
C. \$49.50
D. \$90.00</p> | <p>2. A gross is 12^2. How many pencils are there in a gross of pencils?</p> <p>A. 24
B. 122
C. 144
D. 1200</p> |
|---|--|

Write your answer to short-answer question 3 in the box provided on page 4 of your practice test answer booklet.

3. The astronomy club spent 75% of the money earned at a bake sale on a new telescope. The telescope cost \$300. How much money did the astronomy club earn at the bake sale? Show your work or explain how you found your answer.

Write your answer to constructed-response question 4 in the box provided on page 4 of your practice test answer booklet. Be sure to answer and label all parts (a and b) of the question.

4. a. On the grid in your answer booklet,
- locate and label the points P (4,4), Q (2,4), and R (2,-2),
 - draw segments \overline{PQ} and \overline{QR} , and
 - draw and label a point S and segments \overline{RS} and \overline{PS} so that PQRS is a rectangle.
- What are the coordinates of point S?
- b. On the same grid in your answer booklet,
- locate and label the points J (-2,4) and K (-4,1),
 - draw segment \overline{JK} , and
 - draw and label two new points L and M so that JKLM is a parallelogram that is not a rectangle.
- What are the coordinates of points L and M?

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**Session 2B—Mathematics
(Calculator Allowed) Practice Test**

MATHEMATICS (CALCULATOR ALLOWED) — SESSION 2B

This session contains fourteen multiple-choice questions, one short-answer question, and one constructed-response question.

Choose the best answer for each multiple-choice question. Fill in the bubble next to your answer choices for questions 5 through 18 in the spaces provided on page 5 of your practice test answer booklet.

5. The following table shows the noise level at various distances from an airport when an airplane takes off.

Noise Level of an Airplane at Take-off

Miles (M) from Airport	Noise Level (D) (in Decibels)
1	75
2	64
3	53
4	42

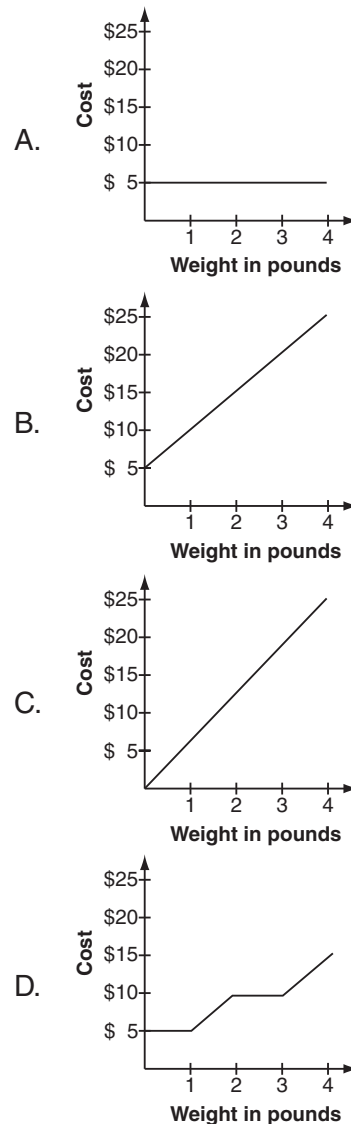
Which equation shows the relationship between D and M in this table?

- A. $D = 86 - 11M$
- B. $D = 11M - 86$
- C. $D = 76 - M$
- D. $D = M - 76$

6. The chart below shows the cost of different weights of chocolate fudge at the Sweet Shop.

Weight	Cost
1 pound	\$ 5
2 pounds	\$10
3 pounds	\$15
4 pounds	\$20

Which graph best shows the relationship between weight and cost shown in the chart?



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7. What is the value of this expression?

$$3 \times 6 - 4 + 8 \div 2$$

- A. 7
B. 10
C. 11
D. 18
8. Angie is making a decorative wreath by winding green ivy around a circular frame. The directions say that for every inch of circumference, 8 inches of ivy will be needed. If Angie's wreath has a diameter of 20 inches, what is the least amount of ivy Angie will need to complete the wreath?
- A. 252 inches
B. 503 inches
C. 1006 inches
D. 2516 inches

9. Members of the band are selling candy bars to raise money. The director uses this equation to calculate the amount of profit, p , made from selling n candy bars.

$$p = 1.50n - 500$$

How many candy bars must be sold to make a profit of \$700?

- A. 134
B. 300
C. 800
D. 967
10. Maurice is roasting a turkey for dinner. The chart below is printed on the turkey package.

Weight of Turkey	Time to Cook
10 pounds	2 hours 30 minutes
12 pounds	3 hours
14 pounds	3 hours 30 minutes
16 pounds	4 hours

How long will it take Maurice to roast a 25-pound turkey?

- A. 5 hours 15 minutes
B. 5 hours 30 minutes
C. 6 hours 15 minutes
D. 6 hours 30 minutes

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11. Which property is true for all squares, but is **not** true for all rhombuses?

- A. All angles are equal.
- B. All sides are equal.
- C. Opposite sides are parallel.
- D. Opposite sides are equal.

12. In science class, Cyan's model boat held 2817 grams of marbles before it sank. How many kilograms of marbles did Cyan's boat hold?

- A. 0.2817 kg
- B. 2.817 kg
- C. 28.17 kg
- D. 281.7 kg

13. Kylee tested 12 batteries and found that 2 were defective. What percent of the batteries were defective?

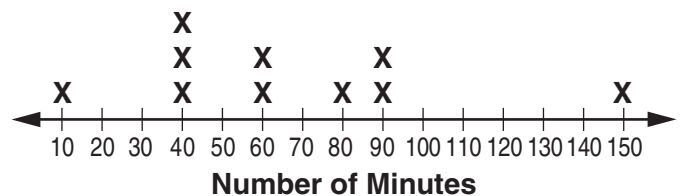
- A. 2%
- B. $16\frac{2}{3}\%$
- C. 20%
- D. $33\frac{1}{3}\%$

14. A cookie recipe uses 3 cups of flour to make 4 dozen cookies. Colin wants to make 7 dozen cookies. What proportion could he solve to determine how much flour he needs?

- A. $\frac{3}{4} = \frac{7}{?}$
- B. $\frac{3}{7} = \frac{4}{?}$
- C. $\frac{4}{3} = \frac{?}{7}$
- D. $\frac{3}{4} = \frac{?}{7}$

15. Mr. Chavez asked his students about how long they use the Internet each day. The results of his survey are shown below.

Average Time Spent Daily on Internet

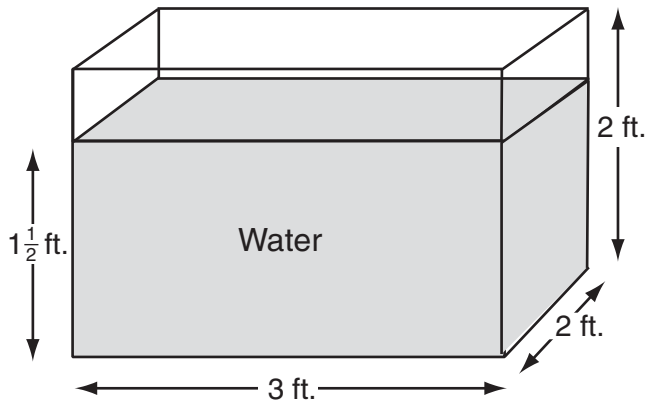


Based on these data, which statement is true?

- A. The mode is 40.
- B. The mean is about 40.
- C. The range is 50.
- D. The median is 80.

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16. Jerry poured water to a height of $1\frac{1}{2}$ feet into a new aquarium with dimensions shown below.



One cubic foot of water weighs approximately 62 pounds. What is the weight of the water that Jerry put in the aquarium?

- A. 403 pounds
- B. 465 pounds
- C. 558 pounds
- D. 744 pounds

17. Scientists use this formula to convert Fahrenheit, F , to Celsius, C .

$$C = \frac{5}{9}(F - 32)$$

To the nearest degree, how many degrees Celsius is 132°F ?

- A. 56°C
 - B. 91°C
 - C. 180°C
 - D. 295°C
18. An item at a store is marked 45% off. What percent of the original price will the item cost?
- A. 0.55%
 - B. 45%
 - C. 55%
 - D. It depends on the original price of the item.

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Write your answer to short-answer question 19 in the box provided on page 5 of your practice test answer booklet.

19. Solve and show your work.

$$\frac{10x}{7} = 5$$

Write your answer to constructed-response question 20 in the box provided on page 5 of your practice test answer booklet. Be sure to answer and label all parts (a and b) of the question.

20. Billy offers ice-cream sundaes at his roadside stand. The choices are shown in the table below.

Sundaes

Ice Cream	Sauce	Toppings
Vanilla	Butterscotch	Nut
Chocolate	Fudge	Whipped Cream
Strawberry		

- A sundae consists of one ice cream, one sauce, and one topping. How many different sundaes are possible with these choices? Make an organized list or tree diagram, or explain how you found your answer.
- Brian randomly selects a sundae. What is the probability that it contains chocolate ice cream? Show your work or explain how you found your answer.

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“The Day I Rescued Albert Einstein’s Compass” (pp. A-8 and A-9) by Shulamith Levey Oppenheim as it appeared in *Cricket*, June 2000. Copyright © 2000 by Shulamith L. Oppenheim.

Sources of the exercises selected for this test include: Maine State Advisory Committees, Measured Progress, and previous Maine state testing programs.